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This book has no competitor in its field. Nothing of just this kind has hitherto appeared in English, or in any other language so far as the reviewer is aware. A need for it has existed, and much has here been done toward filling that need.

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*Internationales auf dem Gebiet der Erziehung.* VON WILHELM MÜNCH.  
(Internationale Wochenschrift für Wissenschaft, Kunst, und Technik,  
March 4, 1911.)

This article reviews the present educational situation in France, England, the United States, and Germany. The review is "international" not only in that it includes a consideration of several countries but also in the fact that the different nations are compared with one another and that the criticisms, favorable and unfavorable, which are cited have been made in each case by foreign critics as well as by those at home. The outstanding criticisms which are brought to bear upon the French system are directed toward its scholasticism, emphasis upon rhetorical training, and intellectualism as contrasted with training of the will. Movements for reform are noticed, however, and it is recognized that a type of training which would not suit another people might be the best for the French. English education is criticized for its neglect of adequate scientific preparation and its accompanying overemphasis upon sport as a means of discipline of the will. At the same time the advantage in sympathetic relations between master and pupil and in freshness and vigor of judgment and action is recognized. A further advantage of the English system is its decentralization, which allows greater flexibility and presents less resistance to reform than a more closely organized system. The chief criticism of American education in foreign quarters seems to concern itself with the freedom which is allowed the pupils, particularly in choice of studies. The author finds that Germany does not hold the position of recognized leader in education which it once held. Foreigners are finding much to criticize in the hard-and-fast and centralized organization of the German system, the spirit of subjection to authority which is engendered, and the failure to encourage the development of individuality. The author finds an interesting historical reason for this situation in the fact that "we Germans are by nature more individualistic and therefore need for our common life a hand to control and bind us together more than many other nations." What is good for one nation may not be good for another. Nevertheless, German education, as well as that of other nations, is moving in the direction of reform. The value of international acquaintanceship and criticism appears in the tendency of each nation to adopt the good features of the systems of its neighbors.

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